

The Influence of Learning Motivation, Learning Environment, and Learning Discipline on Student Learning Outcomes at MAN Surabaya

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ABSTRACT. The quality of the next generation is greatly influenced by education, so it's critical to consider the factors that affect students' learning outcomes. The purpose of this study is to ascertain how students' academic performance at MAN Surabaya is impacted by learning motivation, learning environment, and learning discipline. All MAN Surabaya students made up the population of this study, and 367 respondents were chosen for the sample using purposive sampling. Questionnaires were the main tool used in this quantitative study. With the aid of SPSS 26 software, validity and reliability tests, classical assumption tests, multiple linear regression analysis, t-test, F-test, and the coefficient of determination were used to examine the gathered data. The findings demonstrated that students' academic progress is positively and significantly impacted by learning motivation, learning environment, and learning discipline, both partially and simultaneously. These results demonstrate that the three elements are crucial for raising students' academic performance at MAN Surabaya.

Keywords: *Learning Motivation, Learning Environment, Learning Discipline, Academic Achievement*

INTRODUCTION

Education is the primary factor that affects each person's growth (Dewey, 1944). A country's success in education determines whether it is developing or falling behind. It is believed that education is a process that people go through to shape their identities in order to conform to social standards and cultural values. Additionally, education serves as advice or assistance in the form of information (Hasbullah, 2002). As official educational establishments that aim to enhance and expand students' abilities, schools must keep an eye on and instruct their students as well as safeguard and improve each student's behavior. In general, education can be viewed as a process that every person goes through to enhance their capacity to survive and thrive. The nation, the nation, and the state all stand to gain from human-taught education (Alpian et al., 2019). The process of reaching learning objectives is called education. The goal of meaningful education is to fulfill students' expectations through learning activities (Sadirman, 2004). The learning outcomes attained by the students are one way to determine whether or not the objectives of instructional activities are met. Students with good knowledge are indicated by maximum learning outcomes rather than low or good ones. The absence of optimal student learning outcomes is a problem that frequently arises in the field of education (Sumadji, 2015). In the field of education, learning outcomes are helpful in determining how well students perform as actors in teaching and learning activities in terms of comprehension, comprehension, and the capacity to analyze the material presented. While everyone expects great learning outcomes, many students really have different challenges, and each student has different issues in reaching them (Sholihah & Kurniawan, 2016).

A person's skills, potential, or competences can be developed through learning outcomes (Sukriswati, 2016). In some of the lessons that students have taken, the teacher determines the learning outcomes. The best outcomes should come from the learning process. Low outcomes indicate an issue with the learning process. Sumilat (2018) defines learning outcomes as the results of behavioral changes brought

about by learning activities. A person's conduct, including their comprehension of knowledge and critical thinking abilities, as well as their skills, can be used to measure how effectively they have mastered their learning outcomes. Individuals' actions during active learning activities lead to learning outcomes (Syadid, 2006). Numerous elements, including learning discipline, motivation, and surroundings, might impact students' performance (Khairinal et al., 2020). According to Masnawati and Hariani (2023), learning motivation is a state that directs and guides action in order to achieve positive learning outcomes or well-received answers. Learning motivation refers to the internal factors that generate, impact, and regulate behavior (Sari & Suhaili, 2020). Learning behavior is closely influenced by learning motivation, and learning results are likewise determined by these two elements, according to prior studies. Furthermore, it has been demonstrated that the combination of extrinsic and intrinsic motivation influences learning results (Tokan & Imakulata, 2019). A student's learning motivation is the energy that emerges from both their surroundings and themselves, which makes them eager to pursue the learning process (Monika & Adman, 2017). Students' learning effort is influenced by their motivation level; if they are highly driven, their learning outcomes will be maximized (Palupi, 2014). To optimize student learning outcomes, a learning process cannot be divorced from the impact of the learning environment (Susan & Jonassen, 2012). According to Hamalik (2012), the learning environment consists of a variety of surrounding factors that have an impact on students. Therefore, if the surroundings are truly encouraging and conducive, learning will occur at its best. Additionally, Hadi (2003) highlighted that the learning environment encompasses exterior elements including the natural surroundings, family economic circumstances, place of living, attire, and social interactions with children. According to Saroni (2006), a teacher's capacity to establish a welcoming classroom environment can decide whether or not a learning activity is successful. Adequate school infrastructure, classrooms that facilitate learning activities, and positive teacher-student connections are all indicators of a positive learning environment, according to Dimiyati and Mudjiono (2013). According to Farid (2014), a setting that is frequently utilized as a learning site might be a highly significant predictor of an improvement in student learning outcomes.

Learning discipline is another supportive factor that affects learning outcomes in addition to the learning environment (Zimmerman, 2000). Discipline is one of the elements that determines how well pupils learn. According to Sukardi (2003), discipline is linked to an individual's capacity to disengage from different distractions or disruptions in their educational setting. In contrast, learning discipline, according to Daryanto and Darmiatun's (2013) presentation, is a type of attitude in the social environment that displays responsibility, specifically the capacity to control impulses, sustain motivation, regulate oneself, and demonstrate independence during the learning process. Accordingly, Slameto (2010) claimed that students' attendance and active participation in class activities are strongly correlated with the degree of discipline in schools. Additionally, learning discipline is acknowledged as a crucial component that supports the enhancement of learning in terms of results, according to research by Mulyawati et al. (2019). This study focuses on MAN Surabaya because, although it is well known that students there are motivated to learn, some students still exhibit low levels of motivation, as evidenced by their lack of initiative when completing assignments and their lack of participation in class activities. The best learning outcomes are directly impacted by this circumstance. Purwanto (2004) asserts that a variety of factors, including students' motivation for their learning activities, influence how engaged students are in school-related activities. If the learning process is taken seriously, student learning motivation can produce superior outcomes. A learning method that can lead to an increase in active student involvement is required to overcome students' low motivation during learning, such as the use of a diverse learning model, in order to boost students' motivation during class and positively impact their learning achievements. It is clear from the reasoning provided above that some pupils still have comparatively low levels of learning motivation. This is seen in the lack of initiative in completing assignments, the lack of involvement in class discussions, and the lack of zeal in engaging in educational activities. This disease has an impact on learning acquisition that is not at its best. However, the availability of sufficient learning resources indicates that this school already has a very good learning environment, a cozy learning environment, such as air conditioning in every classroom, and a good rapport between educators and learners. As seen by adherence to school policies, timely completion of homework, eating apples every morning, and sincerity in learning, students also exhibit a high level of learning discipline. Low motivation to study, however, is still a problem that needs to be addressed. To combat this, a method that fosters emotional intimacy between the teacher and the student, an appealing learning strategy, and incentives that can boost students' enthusiasm for learning are all necessary. These circumstances make it necessary for scholars to have a deeper understanding of how learning motivation,

learning environment, and learning discipline all affect student learning results at MAN Surabaya at the same time.

METHOD

This kind of research is quantitative and involves doing direct surveys in the field. In addition to assessing behavior, opinions, attitudes, and other variables that have been identified, this research methodology is helpful for making generalizations based on field findings in the form of numerical data (Mohajan, 2020). Regression analysis was employed by the researcher to carry out this investigation. Regression is a measure of the relationship between variables in which changes in one variable's magnitude are linked to changes in other variables' magnitudes, both positively and negatively (Schober et al., 2018). All elements whose characteristics have been identified and selected as the study's focus are referred to as the research population. These components may include people, organizations, institutions, or other items pertinent to the study's objectives. According to Creswell and Creswell (2017), the population is defined within the scope of research methodology as a collection of factors that give empirical data to be the answer to the formulation of the problem that has been carried out as well as the demonstration of whether or not the hypothesis is correct. According to this understanding, the population used in this study is all high school students in grades XII, XI, and X in MAN Surabaya schools. 1,188 pupils make up the entire population that the study is targeting, meaning that every member of the population has the capacity to provide data for the research's execution. A research sample is a collection of people chosen for study, frequently using a fundamental theoretical or social theory method (Curtis et al., 2000). The research sample is simply the source of the data used in the study, comprising data generalization and analysis that encompasses every topic included in the population. To put it another way, a sample is the quantity of data used to represent the subjects of the entire population (Amin et al., 2023). Purposive sampling was used to choose students in grade XI at MAN Surabaya as the study's sample.

Purposive sampling, according to Sugiyono (2023), is a method of selecting sample members who have already established the most pertinent criteria based on the need to modify the established study objectives. Because grade XI students are thought to be the most representative and stable to provide pertinent data, the researcher used purposeful sampling in this study. While grade XII students are concentrating on final exam preparation, grade X students are still adjusting to the school environment. In order for the results of a study to be stated to have covered the complete population with a high degree of confidence, purposeful sampling is used to guaranty that the sample utilized is representative of the population (Trochim et al., 2016). According to Hair et al. (2019), a decent sample should have at least 100 participants, while smaller samples may still be appropriate depending on the study's context and background. Class XI students at MAN Surabaya made up the sample of 367 respondents that the researcher used for this investigation.

RESULT AND DISCUSSION

3.1 The Influence of Learning Motivation on Learning Outcomes

The findings of this empirical study clearly support the idea that learning motivation is crucial to promoting better student learning outcomes. Confirmation of this claim is not merely coincidental; rather, it derives substantial validity from an academic consensus developed through a number of prior studies that are contextually and methodologically different. Studies carried out by Nurmala et al. (2014) and Azainil (2014), For instance, learning motivation serves as a driving force that activates and intensifies students' learning activities, which ultimately results in the acquisition of more optimal learning outcomes. This approach not only demonstrates correlation but also successfully maps the causal mechanism. The power of this motivational influence is then confirmed by Novianti et al. (2020) and Budiariawan (2019) to be stable and consistent even when it is applied to disciplines with different characteristics, like highly experimental chemistry and abstract mathematics, suggesting that motivation is a basic psycho-educational factor that is universal. By demonstrating that the same pattern of effect still holds true in the non-formal education ecosystem—which, incidentally, has quite different student dynamics and learning environments from formal education—Eriyanto et al. (2021) further extended the bounds of this universality. All of the study's findings come together to form a very strong and unquestionable conclusion: learning motivation is a psychological prerequisite that not only influences but also, in many ways, determines the quality, direction, consistency, and depth of a student's entire learning process. Theoretically, the theoretical framework of

modern educational psychology provides a thorough and profound explanation for the strength and complexity of learning motivation's impact on learning outcomes. Deci and Ryan (2000) developed the Self-Determination Theory (SDT), which offers a very sophisticated macro framework for comprehending the range of motivations, from intrinsic to extrinsic. The central idea of this theory is that when the three fundamental psychological needs of humans—autonomy (feeling free and having choice), competence (feeling capable and effective), and social connectedness (feeling connected and cared for)—are satisfied, intrinsic motivation—which originates from within the individual out of interest and pleasure in the activity itself—will develop optimally. High perseverance, deep cognitive engagement, creativity, and eventually superior academic accomplishment are some of the beneficial learning outcomes that are linked to this intrinsic motivation. Pintrich and De Groot's (1990) Expectancy-Value Theory (EVT), which provides a micro lens to examine a student's decision-making process in allocating his or her efforts, enhances and complements this theory. According to this theory, an individual's level of effort on a learning task is determined by multiplying two beliefs: (1) task value, which comprises achievement value, intrinsic value, utility value, and perceived cost; and (2) expectancy, which is a subjective belief that the individual can finish the task. Integrating spiritual and religious values into the learning framework has the strategic potential to greatly boost the task value perceived by students in the particular setting of MAN Surabaya as an Islamic educational institution. Learning is now seen as a way to practice prayer, become an educated Muslim, and make investments in the hereafter rather than just as an academic, secular duty. If properly handled, this shift in value perception can significantly boost internalized intrinsic and extrinsic learning motivation, promoting more tenacious learning attempts and producing more fulfilling learning outcomes.

Numerous strategic, operational, and long-term managerial implications for the management of education at MAN Surabaya can be drawn from a thorough analysis of the research results' fit with prior empirical evidence and the strong theoretical framework mentioned above. The simplest and most basic consequences are related to instructional design and curriculum design. Madrasah administration must deliberately and methodically create a learning environment that inherently satisfies students' fundamental psychological demands. Project-based learning and authentic problem-based learning are two student-centered learning methods that can be used to make this a reality. Students must be allowed significant autonomy in this design, for instance, when it comes to selecting the topic to be solved, creating an investigative process, selecting educational materials, and selecting how the results will be presented. Giving students autonomy will satisfy their demands while boosting their sense of control over their education. The development of teachers' professional ability and feedback culture is the subject of the second implication. Madrasahs must devote their resources to ongoing professional development initiatives that emphasize particular pedagogical qualities, such as the capacity to offer formative feedback that is both descriptive and growth-oriented. This type of feedback needs to change from only assigning grades to directing the process (coaching). Teachers must receive training on how to recognize and value students' strategic efforts, give detailed information on their strengths and areas for growth, and suggest other approaches for future development. Students' perception of competence will be methodically increased by constructive feedback techniques like this, which also educate them that failure is a necessary part of the learning process rather than the end of the world. The third conclusion relates to the development of the social climate and school governance. Madrasah leaders must create and actively uphold an inclusive, non-materialistic, and community-focused recognition and reward system. Peak academic accomplishment should be acknowledged and celebrated, but so should individual growth, contributions to the classroom community, tenacity, and character development. Awards can take the shape of unique roles in school activities, certificates of gratitude, or public acknowledgment. The primary objective is to establish a school environment that satisfies each student's desire for social connectedness and makes them feel appreciated, supported, and a part of a supportive learning community. Through the implementation of these three strata of managerial implications, empowering learning design, constructive feedback practices, and a school climate that connects integratively and sustainably, MAN Surabaya can transform learning motivation from an abstract concept into a living cultural force that naturally propels the entire academic community to simultaneously achieve academic excellence and character.

3.2 The Influence of the Learning Environment on Learning Outcomes

The study's conclusions offer compelling proof that the learning environment significantly improves students' attainment of learning objectives. The body of empirical data generated by numerous earlier investigations in a variety of settings provides substantial support for the veracity of these conclusions. For instance, Anggraini et al. (2017) and Laksmi (2017) have shown unequivocally that a structured learning environment, which incorporates elements of physical facility preparedness, The classroom's social

dynamics and the availability of educational materials act as a supporting framework that immediately lessens pupils' unnecessary cognitive burden. Students' cognitive capacity can be more effectively and fully allocated to the process of comprehending, analyzing, and constructing knowledge that forms the basis of learning activities when there are less distractions and physical-emotional barriers. Nurastanti et al. (2019) offer an extremely important viewpoint by demonstrating that the elements of a psychologically and socially supportive learning environment are nearly necessary when acquiring religious beliefs, which are normative, abstract, and require deep internalization. Students can open up, reflect, and incorporate those ideals into their belief systems without feeling intimidated or condemned in a setting that is secure, tolerant, and emotionally helpful. Additionally, Byers et al. (2014), who experimented with creative physical space design, and Alavi et al. (2002), who studied the virtual environment, collectively suggested a universal principle: the impact of the environment on learning outcomes transcends the medium. According to this principle, the quality of the environment's design and management can either support or impede the cognitive and social engagement required to attain the best learning outcomes, regardless of whether it is physical-conventional, physical-innovative, or digital-virtual. The comprehensive conclusion that results from the synthesis of all these findings is that the learning environment is a complex and dynamic ecosystem. It is not merely a passive forum or background, but rather an active contextual actor that constantly interacts with students, shapes their learning experiences, conditions the quality of pedagogical interactions, and ultimately has a decisive impact on the level of academic achievement that can be attained.

Many important theories in environmental and educational psychology are theoretically explained in a very strong and multifaceted way by the learning environment's central position and influence mechanism. Bronfenbrenner's (1979) Ecological Systems Theory offers a forward-thinking macro framework for comprehending human development in relation to its interaction with the environment. According to this theory, people are a part of a number of environmental systems that are stacked and interact with one another. These systems include macrosystems (macrosystems: cultures, beliefs, and ideologies), exosystems (exosystems: settings that do not directly involve individuals but affect them, like school policies), microsystems (microsystems: family, schools, peers), mesosystems (mesosystems: interactions between microsystems), and chronosystems (chronosystems: the dimensions of time and historical changes). According to this concept, the school learning environment mostly falls within the micro and mesosystem domains. Students' everyday experiences are directly shaped by the physical, social, and procedural features of this environment, which also serves as the setting for learning. The concept of Social Climate from Moos (1979), which offers a tool to analyze and measure an individual's perception of his or her social environment based on three dimensions—the relationship dimension (Relationship: level of support and involvement), the personal development dimension (Personal Development: the extent to which the environment supports growth and achievement), and the stability and system change dimension (System Maintenance and Change: the extent to which the environment is structured, clear, and responsive)—enhances this theory. A pleasant learning environment in the classroom is characterized by high scores in each of the three characteristics. This type of environment is strongly and consistently linked to better student learning results around the globe, as demonstrated by the comprehensive meta-analysis of Hattie (2009) and the synthesis of studies by Fraser (2012). People feel free to express themselves, ask questions, acknowledge their ignorance, and attempt new things without worrying about being embarrassed or punished when there is a positive environment. This is known as psychological safety. True learning, which entails intellectual risk-taking, teamwork, and in-depth investigation, can thrive in this environment.

High scores in each of the three criteria indicate a comfortable learning environment in the classroom. The thorough meta-analysis of Hattie (2009) and the synthesis of research by Fraser (2012) show that this kind of setting is strongly and consistently associated with improved student learning outcomes worldwide. Positive environments allow people to express themselves, ask questions, own their ignorance, and try new things without fear of embarrassment or punishment. We call this psychological safety. In this setting, true learning—which involves taking intellectual risks, working in teams, and conducting in-depth research—can flourish. The audit must assess important factors such as the room's acoustics (noise and echo), natural and artificial lighting quality and distribution, thermal comfort (temperature and air circulation), furniture ergonomics, and the room's esthetics and neatness. Budget planning and improvement objectives should then be based on the audit findings, with the idea that investing in the physical environment directly improves process quality and learning outcomes. The second, equally significant, aspect relates to enhancing teachers' professional ability to create and manage the classroom's social-emotional environment. Madrasas must create and execute a long-term professional development program (PKB) with a particular emphasis on social-emotional pedagogical competencies. This curriculum must provide educators with practical tools

to create supportive and compassionate teaching relationships that are marked by respect, trust, and concern for one another. Teachers must also receive training in participative and restorative classroom management techniques rather than punishing and authoritarian ones. This approach seeks to establish classroom standards collectively, settle disputes via discussion, and foster a sense of shared accountability for the learning environment. The degree of institutional culture and organizational policy is discussed in the third implication. Madrasah administrators must institutionally develop and implement systems for involvement and input that are organized, readily available, and truly affect all madrasah inhabitants, particularly students. A responsive digital suggestion box, a regular discussion forum between madrasah leaders and class representatives, or a student council with actual consultative authority are some examples of this method. The objective is to establish a democratic school culture where all opinions are valued and decisions about their surroundings take into account the viewpoints of those who will be directly impacted. MAN Surabaya has the potential to transform its learning environment into an ecosystem that is not only supportive and conducive, but also inspiring, by integrating and putting into practice these three layers of managerial implications: evidence-based physical improvement, enhancing educators' social-emotional capacity, and establishing participatory governance in a synergistic and sustainable manner. Empowering and actively promoting the achievement of each student's ideal learning objectives and a meaningful learning process.

3.3 The Influence of Learning Discipline on Learning Outcomes

The results of this study demonstrate a very strong and obvious empirical reality: when it comes to predicting student learning outcomes, learning discipline has the most dominant and substantial influence when compared to the other two independent variables. The accumulation of evidence acquired by earlier research in a wide range of educational contexts provides this dominance of impact with strong legitimacy and reinforcement, rather than being an isolated or incidental phenomena. According to research conducted at the primary education level by Handayani and Subakti (2021) and Mulyawati et al. (2019), pupils' capacity to establish and sustain regular study habits is a critical component of early academic achievement, such as completing assignments consistently, being on time, and being able to pay close attention to directions. These behavioral patterns provide a framework that facilitates the successful and efficient acquisition of fundamental knowledge. Moving on to a higher level of education, research by Indrianti et al. (2018) provides a very nuanced insight by demonstrating that learning discipline no longer functions as a stand-alone factor in the context of vocational secondary education but instead interacts dynamically and synergistically with psychological variables like motivation. Learning discipline serves as a behavioral catalyst or execution enhancer in this relationship, enabling students' motivation to be materialized into a sequence of actual, consistent, and quantifiable learning actions. To put it another way, strong discipline is able to stabilize and guide the flow of motivation into dependable and sustainable academic success, but high motivation alone may simply lead to erratic zeal and intermittent effort. The discipline of learning is essentially an advanced self-regulatory mechanism that acts as a vital link between the world of potential (in the form of cognitive capacity, motivation, and resources) and the world of actual performance (in the form of measurable learning outcomes), according to this constellation of empirical evidence. As an executive mechanism, learning discipline is a behavioral requirement that cannot be compromised in order to attain optimal and reliable learning outcomes.

The synthesis of various significant theories in cognitive, motivational, and developmental psychology gave rise to the theoretical foundations that underlie the learning discipline's strengths and methods. The most extensive and well recognized model of the process is provided by Zimmerman's (2000) Self-Regulated Learning (SRL Theory). According to the SRL theory, a successful learner is an active agent who consciously controls context, motives, cognitive processes, and behaviors in order to accomplish learning objectives. Three cyclical and dynamic phases comprise this self-regulation process: (1) the foresight phase, which involves strategy planning and goal formulation; (2) the performance phase, which involves carrying out activities, keeping an eye on oneself, and exercising self-control; and (3) the self-reflection phase, which involves assessing outcomes and responses to performance. The performance phase's most obvious operational manifestation is learning discipline, especially in the self-control dimension where people use a variety of techniques (like time management, environmental management, and gratification delays) to keep their attention and effort on learning tasks in the face of distractions and temptations. The psychological concept of perseverance (grit), made popular by Duckworth and Seligman (2005), which is characterized as enthusiasm and persistence to accomplish extremely difficult long-term goals, is directly linked to this ability to self-regulate. Perseverance and self-discipline are often better indicators of academic success (such as grades and graduation) than intellectual capacity (IQ) alone, according to their

groundbreaking research. Additionally, Piaget's (1983) perspective on cognitive development provides an understanding of how morality and discipline evolve from a heteronomous stage (where rules are obeyed due to external authority and consequences) to an autonomous stage (where rules are obeyed based on understanding, social agreement, and a sense of justice). Effective learning discipline is most likely to reflect the transition or even the achievement of an autonomous discipline stage in Madrasah Aliyah students who are typically at the formal operational stage. In this stage, students learn consistently not only due to external pressure from teachers or parents but also because they are aware of the intrinsic value of learning, their own long-term goals, and a sense of personal responsibility for their future. It may be inferred that the administration of MAN Surabaya is tiered and focused on character development. The first and most significant strategic ramifications are found in institutional structures and policy design. Madrasah must adopt a positive, constructive, and developmental discipline policy framework in place of the oppressive and reactive discipline paradigm. Instead of focusing only on punishment, this framework should highlight the development of habits and the internalization of values. The production and socialization of explicit learning standard operational procedures, the provision of auxiliary structures like guided learning schedules, the creation of mentorship and tutoring programs for students who struggle with self-organization, as well as the usage of student planners or digital applications for task planning. The area of instructional practice and the responsibility of teachers is the second extremely important conclusion. Teachers at MAN Surabaya must have training and support to fulfill their dual duties as self-regulators and metacognition trainers in addition to being information conveyors. This change in role necessitates incorporating self-regulation techniques and specific study skills instruction into the subject curriculum. SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goal-setting strategies, time management techniques (such as the Eisenhower matrix or Pomodoro technique), procrastination methods and comprehension monitoring measures. In order for students to understand the relevance and practical advantages of the material being studied, this instruction should be contextual and directly applied to the subject. Strengthening strategic and cooperative relationships between madrasahs and students' families is the third implication, which enhances and complements the first two. This collaboration should be transformed to an organized and long-lasting integrated educational cooperation program rather than being irregular and ceremonial. Regular parent seminars on useful subjects like "Creating a Conducive Learning Environment at Home," "Helping Children Manage School Time and Assignments," and "Effective Communication to Support Children's Learning Independence" may be part of this program. Additionally, madrasahs can set up regular and proactive lines of contact (via class WhatsApp groups, newsletters, or parent portals) to communicate information about students' academic progress, difficulties, and successes. They can also give parents written or digital counsel. Through the implementation of these three pillars—managerial strategy, a supportive institutional system, empowering teaching practices, and family partnerships that grow concurrently, consistently, and over time—MAN Surabaya has a great deal of potential to improve student learning outcomes in exams alone, but more significantly, to cultivate a generation of self-disciplined, independent learners. which will be crucial for their success in going to college and overcoming obstacles in the future.

Table 1. Validity Test.

Variabel	Item/ Statement	Corrected item	Remarks
Learning Motivation (X1)	X1.1	0,435	Valid
	X1.2	0,516	Valid
	X1.3	0,612	Valid
	X1.4	0,657	Valid
	X1.5	0,557	Valid
	X1.6	0,640	Valid
Learning Environment (X2)	X2.1	0,469	Valid
	X2.2	0,492	Valid
	X2.3	0,659	Valid
	X2.4	0,590	Valid
	X2.5	0,703	Valid
	X2.6	0,700	Valid
	X2.7	0,704	Valid
	X2.8	0,615	Valid
	X2.9	0,669	Valid
	X2.10	0,685	Valid
Learning Discipline (x3)	X3.1	0,516	Valid
	X3.2	0,653	Valid

Variabel	Item/ Statement	Corrected item	Remarks
	X3.3	0,697	Valid
	X3.4	0,734	Valid
	X3.5	0,555	Valid
	X3.6	0,551	Valid
	X3.7	0,644	Valid
	X3.8	0,675	Valid
	X3.9	0,540	Valid
	X3.10	0,622	Valid
	X3.11	0,456	Valid
	X3.12	0,687	Valid
Learning Outcomes (Y)	Y1.1	0,631	Valid
	Y1.2	0,683	Valid
	Y1.3	0,720	Valid
	Y1.4	0,585	Valid
	Y1.5	0,683	Valid
	Y1.6	0,710	Valid

Table 2. Reliability Test

Variabel	Cronbach's Alpha	N of Items	Remarks
Learning Motivation (X1)	0,805	6	Reliabel
Learning Environment (X2)	0,890	10	Reliabel
Learning Discipline (x3)	0,895	12	Reliabel
Learning Outcomes (Y)	0,869	6	Reliabel

Table 3. Autocorrelation Test

Models	Durbin Watson	Remarks
1	2,091	Autocorrelation does not occur,

Table 4. Multicollinearity Test

Variabel	Tolerance	VIVID	Remarks
Learning Motivation (X1)	0,410	2.437	Multicollinearity does not occur
Learning Environment (X2)	0,440	2,273	Multicollinearity does not occur
Learning Discipline (x3)	0,341	2,936	Multicollinearity does not occur

Table 5. Multiple Linear Regression

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	3,317	1.075	
	Total_X1	.146	.040	.152
	Total_X2	.094	.024	.163
	Total_X3	.305	.023	.608

Table 6. Multiple Linear Regression

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	3,317	1.075	
	Total_X1	.146	.040	.152
	Total_X2	.094	.024	.163
	Total_X3	.305	.023	.608

Table 8. Cohesion Test of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.858a	.735	.733	2.771

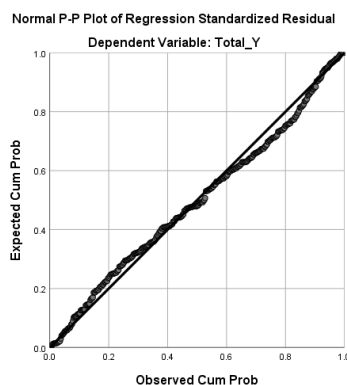


Figure 1. Normality of P-Plot

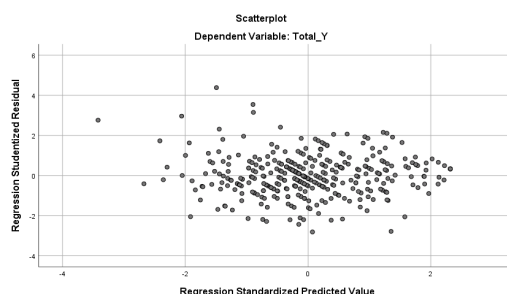


Figure 2. Heteroscedasticity

A sample of 367 MAN Surabaya class XI students provided the study's data. All of the research hypotheses were validated by data analysis using the SPSS program version 26. The specific outcomes of data processing for every variable are as follows: The reliability test demonstrates that this instrument is reliable and consistent, while the validity test findings demonstrate that the learning motivation variable's question items satisfy the valid criteria. Based on the multiple linear regression analysis's findings, It was discovered that student learning outcomes are positively impacted by learning motivation. Learning motivation has been shown to have a substantial impact, with increased learning motivation leading to improved student learning outcomes at MAN Surabaya, according to the t-test. The instrument was deemed practical since the results of the validity and reliability test on the learning environment factors were sufficient. The learning environment has a favorable impact on learning outcomes, as confirmed by multiple linear regression analysis. This conclusion is reinforced by the t-test, which demonstrates a substantial influence, indicating that the more favorable the student's learning environment, the better their learning outcomes will be. Tests have demonstrated the validity and reliability of the tools used to assess learning discipline. Multiple linear regression analysis results demonstrate that learning discipline improves student learning outcomes. Additionally, a substantial influence was validated by the t-test, indicating that pupils who are highly disciplined typically attain the best learning outcomes. The variables of learning motivation, learning environment, and learning discipline collectively have an impact on student learning outcomes, according to the F test results. These results demonstrate that increasing learning outcomes is significantly influenced by the combination of these three elements. As a result, student learning outcomes at MAN Surabaya are influenced by a variety of factors, including their motivation, the conditions of a helpful learning environment, and their discipline during the learning process.

CONCLUSION

The following recommendations can be made in light of the study's findings, which demonstrate that student learning outcomes at MAN Surabaya are positively and significantly impacted by learning motivation, learning environment, and learning discipline: MAN Surabaya can take a number of doable actions to boost student motivation based on studies showing that learning motivation improves learning outcomes. When students' motivation wanes, schools can set up a Learning Coaching Corner, a dedicated area where they can receive quick coaching from instructors or counselors. Additionally, schools can use a weekly online form called Digital Motivation Monitoring to track students' motivation so that teachers can promptly offer support when needed. In order to increase students' interest and enthusiasm for learning,

teachers are also encouraged to design a Project of Passion. MAN Surabaya can put the Learning Zone Rotation program into place to improve the classroom environment in light of the study's findings that the learning environment positively affects student learning outcomes. To implement the method, the classroom is divided into basic zones, such as reading zones, individual concentrate zones, and group discussion zones. The zone is then used alternatively by the students in accordance with the requirements of the educational activities. Tables, seats, and visual markers that are already in place can be used for the setup, making it simple and inexpensive. This increases classroom energy, lessens boredom, and assists pupils in finding the most comfortable position to learn. Learning Zone Rotation makes the learning process more adaptable, structured, and conducive to the best possible improvement of student learning outcomes. MAN Surabaya can use the TP (Assessment Act) and PB (Good Points) systems as a workable way to promote discipline and good behavior in schools based on the results that learning discipline has a favorable impact on student learning outcomes. The idea behind this approach is to rate each student on a scale of 1 to 100 according to how they behave in class and in the school setting. Students that exhibit poor behavior—such as making noise in class, skipping class, or not dressing appropriately—are granted TP. Students are prevented from advancing in the grade if they receive a specific TP score, such as 50, which promotes discipline awareness. PB, on the other hand, is awarded to pupils who behave well, such as participating constructively in school events or being engaged and orderly throughout class. As a reward for their exemplary behavior, each PB has an award value of Rp1,000 that is transferred directly to kids from school funds. To ensure that this approach is applied uniformly throughout the school setting, all subject instructors have the power to assign TP and PB based on their observations. Students will be more motivated to follow the rules, form disciplined habits, and promote positive behavior in a sustainable way when this TP-PB system is put into place. This will ultimately lead to a significant improvement in learning outcomes.

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